DOCUMENT RESUME

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ABSTRACT

This unit seeks to teach Shakespeare's "Hamlet" in a way that the students will have a full understanding of the play. The unit's introduction is designed to get the students acquainted with Shakespeare's language, to motivate them to read the play, and to make them feel confident about approaching the play. Lessons in the unit are fun, and they focus on major events that take place in the play. Emphasis in the unit is on group work and activities since the aim is for students to have a lot of "hands-on" work. Even though there are a lot of different activities, the timeline project continues throughout the unit, and it ties everything together at the end. The unit is divided into the following parts: Purpose of Unit; Breakdown of Assessment; Integration with Other Content; Lesson Plans; and Bibliography (10 items). For each scene or act featured in the lessons, the unit provides educational objectives; cites content areas; lists materials needed; addresses motivation; details a step-by-step procedure; discusses closure and modifications for inclusion; suggests follow-up activities; notes student assessment/evaluation; poses questions for self reflection and, usually, for quizzes. Attached are handouts and illustrative materials. (NKA)

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Hamlet.
Something is Tragic In the State of Denmark

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CS 511 655

Table of Contents

Purpose of Unit

Breakdown of Assessment

Integration with Other Content

Lesson Plans

Bibliography

Purpose of Unit: The primary goal of this unit is to teach *Hamlet* in a way that the students will have a full understanding of the play. The introduction is designed to get the students reacquainted with Shakespeare's language, to motivate them to read the play, and to make them feel confident about approaching the play. The first two reading assignments are fairly light because I want to make sure that the students are comprehending what they are reading. The lessons are fun, and they focus on major events that take place in the play. I put the emphasis on group work and activities because I want the students to be involved in the play. I want the students to have a lot of hands on work, and I want them to really dig into the play. Even though there are a lot of different activities the timeline project continues throughout the unit, and it ties everything together at the end. I want the students to have fun during this unit, and I want them to leave the unit with at least an appreciation of the play if not a passion for it.

Breakdown of Assessment

Daily Participation – 5%

Daily Activities – 10%

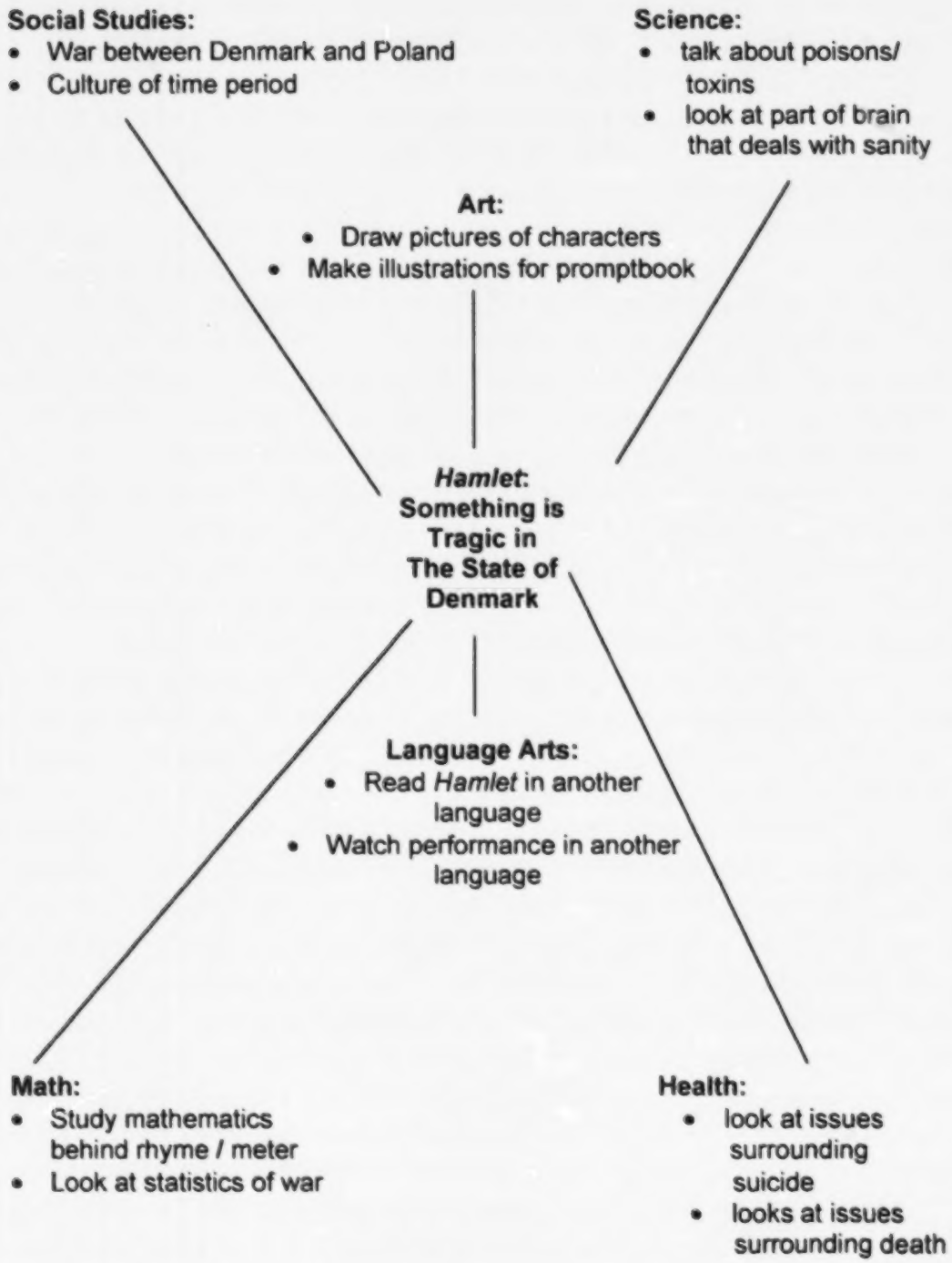
Quizzes – 15%

Test – 20%

Timeline Project – 25%

Persuasive Essay – 25%

Integration with Other Content


Social Studies:
• War between Denmark and Poland
• Culture of time period
Science:
• talk about poisons/ toxins
• look at part of brain that deals with sanity
Art:
• Draw pictures of characters
• Make illustrations for promptbook
Hamlet: Something is Tragic in The State of Denmark
Language Arts:
• Read Hamlet in another language
• Watch performance in another language
Math:
• Study mathematics behind rhyme / meter
• Look at statistics of war
Health:
• look at issues surrounding suicide
• looks at issues surrounding death

Hamlet

Introduction

Objectives:
1. The students will become more familiar with Shakespeare's style of writing.
2. The students will be able to read the play aloud.
3. The students will be able to act out the first eleven lines of the play.

Content Areas:
1. Reading
2. Speaking / Listening

Materials:
1. *Hamlet*
2. copies of the first eleven lines of the play
3. pencils / pens
4. index cards with theatrical styles on them
5. reading guide

Motivation:
As the students enter the room the teacher will ask several students to act out different emotions. The teacher will also act out some emotions, and the students will try to guess the emotions that the teacher is acting out.

Procedure:
1. The teacher will pass out a copy of the first eleven lines from *Hamlet*. The teacher will not tell the students the name of the play or that it is by Shakespeare.
2. The teacher will read the lines aloud, and as the teacher is reading the students will mark any words that they do not understand.
3. The teacher will give the students a chance to ask questions about what they have just read.
4. The teacher will divide the students into pairs.
5. Each pair of students will practice reading the lines to each other. While the students are reading their lines the teacher will pass out index cards with theatrical styles or film genres on them (Opera, Science Fiction, Silent Movie, Western, ect.).
6. The students with the same theatrical styles will then be in a group. The groups will spend time rehearsing the lines from the play in their assigned style.
7. The groups will act their lines out for the rest of the class.
8. The teacher will introduce *Hamlet*.

Closure:

1. The teacher will summarize the day's activities and let the students know how they can use what they have done in class to help them in that night's reading.
2. The teacher will give the reading assignment and give the class a handout that they can use as a guide while reading.

Modifications for Inclusion:

1. Give students any definitions that they might need with the eleven lines.
2. If any students are unable to act let them judge the performances of the other students.
3. Give the students a summary of the assigned reading that can serve as a guide.
4. Give the students extra graphic organizers.

Follow-Up Activities:

1. Read more of the play aloud.
2. Have the groups switch styles, and try different types of acting.
3. Watch the first scene of Kenneth Branagh's *Hamlet*.

Student Assessment / Evaluation:

A participation grade will be given.

Questions for Self-Reflection:

Did the partner and group work go well?
Are the students comfortable with the language?
Are the students ready to start the play?
Did you motivate the students to start reading?

<www.pbs.org/wnet/dancin/resources/lesson_plan-t2.html>

Barnardo: Who's there?

Francisco: Nay, answer me. Stand and unfold yourself.

Barnardo: Long live the King!

Francisco: Barnardo.

Barnardo: He.

Francisco: You come most carefully upon your hour.

Barnardo: 'Tis now strook twelf. Get thee to bed, Francisco.

Francisco: For this relief much thanks. 'Tis bitter cold,
And I am sick at heart.

Barnardo: Have you had quiet guard?

Francisco: Not a mouse stirring.

Barnardo: Well, good night.
If you do meet Horatio and Marcellus,
The rivals of my watch, bid them make haste.

Reading Guide

Characters (Name and Role):
What confuses you:
Your summary:
2-3 Questions that you have:
Important tragic events:

Act I, Scenes 1-2
Ghostbusters

Objectives:
1. The students will be able to make a persuasive argument.
2. The students will be able to make predictions.
3. The students will have a purpose for reading the following scenes.

Content Areas:
1. Reading
2. Writing
3. Speaking / Listening

Materials:
1. *Hamlet*
2. pen / pencil
3. paper
4. playing cards
5. post-its
6. worksheet for group activity
7. TV
8. VCR
9. *Hamlet* video
10. quiz questions

Motivation:
The teacher will have scene one playing on the television as the students enter the room.

Procedure:
1. The teacher will hand playing cards out to the students as they enter the room, and a group name will be on a post-it note on the back of each playing card. There will be four groups. The groups will be the Ghostbusters, the Caspers, the Slimers, and the Edwards / Van Praaghs.
2. The teacher will give a short quiz.
3. The teacher will direct the students to get into their groups. The Ghostbusters will use evidence from the text to persuade the rest of the class that the ghost does not exist, the Caspers will use evidence from the text to persuade the rest of the class that the ghost is good, and the Slimers will try to persuade the class that the ghost is bad. The Edwards / Van Praughs will be our psychics. They will "speak" to the ghost and try to find out what it wants. The Edwards / Van Praughs will use evidence from the text to convince the rest of the class that they are correct.

4. Give the groups time to discuss and gather evidence. There will be a worksheet for them to complete as they are working.
5. When the groups are finished they will share their findings.

Closure:
1. The teacher will summarize the day's activities and let the students know that the assigned reading will answer the predictions that they made during class.
2. The next reading assignment will be given.

Modifications for Inclusion:
1. Give the student a sheet that they can use that will help them to find evidence in the text.
2. Give the student a partially completed outline with evidence already on it.
3. Give the student a copy of the text, and highlight the arguments that they could use.

Follow-Up Activities:
1. Watch scenes one and two of Branagh's *Hamlet*.
2. Have a group of students pretend that they are the guards, and have the other group of students interview them about their experience on the watch.

Student Assessment / Evaluation:
The students will receive a grade for participation, there will be a quiz grade given, and there will be a rubric for the worksheet.

Questions for Self-Reflection:
Did the groups work?
Were the students able to make a persuasive argument?
Are the students getting into the play?

Quiz Questions:
1. Who do Marcellus, Barnardo, and Horatio think that they see on the watch?
2. Why does the marriage between the King and the Queen upset Hamlet?
3. Where does Laertes want to go?
4. What does Hamlet's mother want him to do that will bring her happiness?
5. What does Hamlet plan to do with Horatio, Marcellus, and Barnardo?

Bonus: Where does Hamlet go to school?

Group Worksheet

Your Name:
Group Members:

Your Position:
Evidence from Text:
Conclusions:

Rubric for Worksheet

Student's Name:

Excellent (5) Good (4) Complete (3) Limited (2) Deficient (0)

position stated

evidence from text

conclusions

Comments:

Act I, Scenes 3-5
Tragic Time Line

Objectives:
1. The students will be able to identify the tragic events that have happened in the play.
2. The students will be able to improve their understanding of the structure of the play.
3. The students will have a new purpose for reading.

Content Areas:
1. Reading
2. Writing

Materials:
1. *Hamlet*
2. pen / pencil
3. timeline worksheet
4. giant paper thermometer
5. playing cards
6. TV & VCR
7. CD & CD player
8. *Hamlet* video
9. quiz questions

Motivation:
The teacher will have somber music playing as the students enter the classroom.

Procedure:
1. The teacher will pass out playing cards to the students as they enter the room. The playing cards will determine what groups the students will be in later.
2. The teacher will give a quiz.
3. The teacher will give a minilesson on tragic events.
4. The teacher will divide the class into groups.
5. The groups will work on the tragic timeline.
6. After the groups have finished the teacher will pull the class back together as a group to discuss what the students came up with.
7. The teacher will introduce the "Hamlet Sanity Thermometer". The sanity thermometer will show Hamlet's current level of sanity. Each day the class will decide where Hamlet should fall on the thermometer.

Closure:

1. The teacher will summarize the day's activities.
2. The teacher will tell the students that they will be working on the tragic timeline throughout the unit and the Hamlet Sanity Thermometer will be the basis of a persuasive essay later in the unit.
3. The teacher will give the next reading assignment and will assign a tragic time line to be completed for Act II.

Modifications for Inclusion:

1. Give the student a handout on tragic events that will serve as a guide for the worksheet.
2. Give the student a partially completed timeline.

Follow-Up Activities:

1. Show scenes three, four, and five of Branagh's *Hamlet*.
2. Have students write a letter from Ophelia to her father asking him for permission to date Hamlet, or have the students write a letter from Hamlet to Ophelia's father asking for the same.

Student Assessment / Evaluation:

There will be a participation grade, a quiz grade, and there will be a rubric for the timeline worksheet.

Questions for Self-Reflection:

Were the students able to identify tragic elements?
Was the timeline a worthwhile activity?
Do the students have a new purpose for reading?

Quiz Questions:

1. What advice did Laertes give to Ophelia?
2. What advice does Polonius give to Laertes?
3. What does the ghost reveal to Hamlet?
4. What does the ghost tell Hamlet to do?
5. What is Hamlet's plan at the end of this Act?

Bonus: Who said, "Something is rotten in the state of Denmark?"

Tragic Timeline

Name:

Beginning of Act I

End of Act I

Rubric for Timeline

Student's Name:

Excellent (5) Good (4) Complete (3) Limited (2) Deficient (0)

tragic elements

number of events

sequence of events

Comments:

Tragic Timeline

Name:

Beginning of Act II

End of Act II

Hamlet

Act II
Imagery

Objectives:
1. The students will be able to identify and explore imagery in *Hamlet*.
2. The students will be able to create a web.
3. The students will be able to write a poem.

Content Areas:
1. Reading
2. Writing

Materials:
1. *Hamlet*
2. pen / pencil
3. paper
4. quiz questions

Motivation:
The teacher will have a line from *Hamlet* that contains an image on the board for the students to see when they enter the classroom.

Procedure:
1. The teacher will give a short quiz.
2. The students will adjust the Hamlet Sanity Thermometer.
3. The teacher will give a minilesson on imagery.
4. The teacher and the students will create a web around the line from *Hamlet* that is on the board.
5. The teacher will model how the students could use the web to create a poem.
6. The teacher will ask the students to choose one of their favorite lines in the play, and the only restriction is that the line has to contain an image.
7. The students will create their own webs for the lines that they have chosen.
8. The teacher will break the students into groups, and each group will pick their favorite web.
9. The group will use the web to create a poem. The poem can be in any form, but it should be at least fifteen lines long. The students should start and end the poem with the line that their web is based on.
10. Have each group share their poem with the rest of the class.

Closure:
1. The teacher will summarize the day's activities.
2. The teacher will explain how the students can use their webs as tools to uncover some of the larger themes in *Hamlet*.
3. The next Act and timeline will be assigned.

Modifications for Inclusion:
1. Give the student several lines with images to choose from.
2. Give the student a partially completed web.
3. Give the student a partially completed poem.

Follow-Up Activities:
1. Watch Act II of Branagh's *Hamlet*.
2. Have the groups choose another web to write a poem for.

Assessment / Evaluation:
The students will receive a participation grade, a quiz grade, and there will be a rubric for the poem.

Questions for Self-Reflection:
Can the students identify imagery in *Hamlet*?
Were the students able to explore the imagery?
Did the students enjoy writing the poems?

Quiz Questions:
1. What does Polonius want Reynaldo to do?
2. Why was Ophelia afraid?
3. Why have Rosencrantz and Guildenstern come to see the King and Queen?
4. What does Polonius tell the King and Queen?
5. What group comes to Elsinore?

Bonus: What is Hamlet's purpose for the play?

* <http://www.folger.edu/education/lesson.cfm?lessonid=208>

Rubric for Poem

Student's Name:

Excellent (5) Good (4) Complete (3) Limited (2) Deficient (0)

line chosen

expanded images

# of lines

creativity

Comments:

Tragic Time Line

Name:

Beginning of Act III

End of Act III

Act III
"To be or not to be" Vocabulary

Objectives:
1. The students will have a full understanding of the "To be or not to be" soliloquy.
2. The students will be able to analyze words and create definitions.
3. The students will be able to gather evidence to support their definitions.

Content Areas:
1. Reading
2. Writing

Materials:
1. *Hamlet*
2. Branagh's *Hamlet*
3. TV
4. VCR
5. pen / pencil
6. paper
7. definition worksheet
8. copy of soliloquy
9. small slips of paper
10. small container
11. quiz questions

Motivation:
The teacher will have the soliloquy from Branagh's *Hamlet* playing as the students enter the classroom.

Procedure:
1. The teacher will give a short quiz.
2. The students will adjust the Hamlet Sanity Thermometer.
3. The teacher will give a copy of the "To be or not to be" soliloquy to each student.
4. The teacher will read the soliloquy aloud while the students follow along.
5. The students will then read the speech aloud. The students will take turns reading, and each student will read one line at a time. After a student reads a line, the teacher will ask the student to identify any words that they do not understand. The teacher will then ask the rest of the class if there are any more words that they do not understand. The teacher will write the words down on scraps of paper.
6. After the students are finished reading, the teacher will put the slips of paper in a small container.

7. The teacher will mix the pieces of paper up, and each student will choose a word.
8. The teacher will tell the students that they are responsible for teaching the rest of the class their word. The students need to give denotative and connotative meanings for their words.
9. The students will individually fill out the definition worksheet.
10. The students will share their definitions with the rest of the class.
11. The teacher will show the soliloquy as it is portrayed on Branagh's *Hamlet*.

Closure:
1. The teacher will summarize the day's activities and describe how the student's work with the vocabulary in *Hamlet* will help them as they continue reading.
2. The next Act and time line will be assigned.

Modifications for Inclusion:
1. Give the student and easier definition to work with.
2. Give the student a definition worksheet that is partially completed.

Follow-Up Activities:
1. Have the students work on more than one definition.
2. Watch more of the movie.

Assessment / Evaluation:
The students will be given a grade for participation and for the worksheet.

Questions for Self-Reflection:
Do the students understand the soliloquy?
Were the students able to come up with definitions?
Did this activity help the students understand the play better?

Quiz Questions:
1. Why is Ophelia speaking to Hamlet at a time when the two of them are alone?
2. How do the King and the Queen like the play?
3. What evidence does Hamlet produce to convince Horatio that his plan has worked?
4. What happens to Polonius?
5. What does Hamlet see that his mother does not?

Bonus: Guildenstern and Rosencrantz are carrying some letters. What do the letters say?

*<http://www.folger.edu/education/lesson.cfm?lessonid=12>

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To be, or not to be, that is the question:
Whether 'tis nobler in the mind to suffer
The slings and arrows of outrageous fortune,
Or to take arms against a sea of troubles,
And by opposing, end them. To die, to sleep-
No more, and by a sleep to say we end
The heart-ache and the thousand natural shocks
That flesh is heir to; 'tis a consummation
Devoutly to be wish'd. To die, to sleep-
To sleep, perchance to dream – ay, there's the rub,
For in that sleep of death what dreams may come,
When we have shuffled off this mortal coil,
Must give us pause; there's the respect
That makes calamity of so long life;
For who would bear the whips and scorns of time,
Th' oppressor's wrong, the proud man's contumely,
The pangs of despis'd love, the law's delay,
The insolence of office, and the spurns
That patient merit of th' unworthy takes,
When he himself might his quietus make
With a bare bodkin; who would fardels bear,
To grunt and sweat under a weary life,
But that the dread of something after death,
The undiscover'd country, from whose bourn
No traveller returns, puzzles the will,
And makes us rather bear those ills we have,
Than fly to others that we know not of?
Thus conscience does make cowards [of us all],
And thus the native hue of resolution
Is sicklied o'er with the pale cast of thought,
And enterprises of great pitch and moment
With this regard their currents turn awry,
And lose the name of action. – Soft you now,
The fair Ophelia. Nymph, in thy orisons
Be all my sins rememb'red.

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Definition Worksheet

Name:

Word:

Definition According to Text:	**Synonym:** **Antonym:**
Emotional Meaning:	**Evidence from Text Supporting Emotional Meaning:**

Rubric for Worksheet

Student's Name:

Excellent (5) Good (4) Complete (3) Limited (2) Deficient (0)

text
definition

synonym

antonym

emotional
meaning

evidence
from text

Comments:

Tragic Timeline

Name:

Beginning of Act IV

End of Act IV

Act IV
Stage Directions

Objectives:
1. The students will become familiar with promptbooks and stage directions.
2. The students will be able to examine stage directions and interpret their meanings.
3. The students will be able to practice writing stage directions.

Content Areas:
1. Reading
2. Writing

Materials:
1. *Hamlet*
2. pen / pencil
3. copies of promptbook and stage directions
4. promptbook worksheet
5. quiz questions

Motivation:
As the students enter the room the teacher will be giving them stage directions to their seats.

Procedure:
1. The teacher will give a short quiz.
2. The students will adjust the Hamlet Sanity Thermometer.
3. The teacher will give a minilesson on stage directions.
4. The teacher will divide the class into small groups.
5. The teacher will give each group a different page from the promptbook.
6. Each group will examine the promptbook. The groups will identify differences between the promptbook and the play, and they will examine the stage directions. A worksheet will accompany this activity.
7. Each group will share their findings with the rest of the class.

Closure:
1. The teacher will summarize the day's activities and encourage the students to think about stage directions as they continue reading.
2. The teacher will assign Act V and the next timeline.

Modifications for Inclusion:
1. Give the student a sheet explaining the promptbook.
2. Give the student a partially completed worksheet.

Follow-Up Activities:
1. Watch the scene as portrayed in Branagh's *Hamlet*.
2. Have the students create stage directions for other scenes.

Assessment / Evaluation:
The students will receive a grade for participation, a quiz grade, and a grade for the worksheet.

Questions for Self-Reflection:
Do the students understand stage directions?
Were the students able to identify differences between the promptbook and the play?
Were the students involved in this activity?

Quiz Questions:
1. What does Hamlet mean when he says that Polonius is at supper?
2. What is Fortinbras planning?
3. How does Ophelia react to the news of her father's death? What is specifically is happening to her?
4. What does Hamlet's letter to Horatio say?
5. What happens to Ophelia?

Bonus: Where is Polonius's body?

*<http://www.folger.edu/education/lesson.cfm?lessonid=77>

Promptbook Worksheet

Name:

Group Members:

Promptbook vs. Text

Cut lines, transposed lines, ect.:

Stage Directions

How directions influence interpretation of character:

Other Discoveries

Rubric for Worksheet

Student's Name:

Excellent (5) Good (4) Complete (3) Limited (2) Deficient (0)

differences between promptbook and text

implications of stage directions

other observations

Comments:

Tragic Timeline

Name:

Beginning of Act V

End of Act V

Act V
What happens after the play?

Objectives:
1. The students will be able to paraphrase Horatio's speech.
2. The students will be able to write a post-play speech.

Content Areas:
1. Reading
2. Writing
3. Speaking / Listening

Materials:
1. *Hamlet*
2. pen / pencil
3. paper
4. Branagh's *Hamlet*
5. TV & VCR
6. quiz questions

Motivation:
The teacher will have the end of Branagh's *Hamlet* playing as students enter the room.

Procedure:
1. The teacher will give a short quiz.
2. The students will adjust the Hamlet Sanity Thermometer.
3. The teacher and the students will discuss the request that Hamlet wants Horatio to fulfill.
4. The teacher will break the students into small groups and have them paraphrase Horatio's speech to Fortinbras.
5. The groups will share their paraphrases.
6. The groups will write a post-play speech. The speech will be delivered by Horatio, and he will be explaining what happened in Elsinore.
7. The groups will share their speeches.

Closure:
1. The teacher will summarize the day's activities.
2. The teacher will explain how examining the end of the play will help the students with the next lesson.
3. The teacher will direct the students to bring all of their tragic timeline materials to the next class.

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Modifications for Inclusion:
1. Give the student a sample paraphrase.
2. Give the student a sample speech.
3. Give the student an outline that will serve as a guide for writing the speech.

Follow-Up Activities:
1. Watch more of Branagh's *Hamlet*.
2. Have the groups write stage directions for their speeches.

Assessment / Evaluation:
The students will receive a grade for participation, a quiz grade, and they will receive a grade for completing the activities. (The grades for the activities will be in the form of a check plus, a check, or a check minus.)

Questions for Self-Reflection:
Was this a good way to end the play?
Were the students able to paraphrase?
Were the students able to write speeches?

Quiz Questions:
1. What are the clowns talking about in the beginning of the Act?
2. What does Laertes do after the Queen scatters flowers on Ophelia's grave?
3. How does Laertes want to settle things with Hamlet?
4. What happens to the Queen? Be specific.
5. What does Hamlet want Horatio to do?

Bonus: Hamlet recognized the skull that one of the clowns was holding. Who was it?

*<http://www.folger.edu/education/lesson.cfm?lessonid=60>

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Culminating Activity

Objectives:
1. The students will be able to define a tragedy and a tragic hero.
2. The students will be able to identify a tragic hero in *Hamlet*.
3. The students will be able to use evidence from the text to support their findings.

Content Areas:
1. Reading
2. Writing
3. Speaking / Listening

Materials:
1. *Hamlet*
2. pen / pencil
3. butcher paper
4. markers

Motivation:
The teacher will have the list of characters from *Hamlet* listed on the board for the students to see as they enter the room.

Procedure:
1. The teacher will ask the students to take out their tragic timelines.
2. The teacher and the class will come up with a definition for "tragedy" and "tragic hero".
3. The class will brainstorm characters that fit the definitions.
4. The teacher will have each student choose a character, and then the class will be broken up into groups based on the characters that they have chosen.
5. The groups will have to find evidence from the text that supports their choice.
6. While the groups are working the teacher will give each group a piece of butcher paper and a marker.
7. The groups will write their findings on the paper and should include the act/scene/line numbers that they are using as evidence. Then the groups will share their results with the class.
8. The class will look at the original definitions of "tragedy" and "tragic hero".
9. The class will decide if *The Tragedy of Hamlet, Prince of Denmark* is a suitable title for the play or they can come up with a title that they feel is more appropriate.
10. The teacher will call the class's attention back to the Hamlet Sanity Thermometer.
11. The teacher will assign a persuasive essay. The students will try to persuade their audience that Hamlet was either sane or insane. They must use

evidence from the text to support their thesis. (If everything goes according to schedule, this lesson will take place on a Wednesday. The paper will be due the following Wednesday.)

Conclusion:
1. The teacher will summarize the day's activities.
2. The teacher will explain that the students practiced using evidence to support their ideas during class, and that is what they will be doing when they write their papers. (If necessary, the teacher can give a minilesson on using quotes in a paper.)

Modifications for Inclusion:
1. Give the student the definitions for "tragedy" and "tragic hero".
2. Give the student a list of characters that do fit the definitions.

Follow-Up Activities:
1. Watch Branagh's *Hamlet*.
2. Let the students start writing their essays in class.

Assessment / Evaluation:
The students will receive a grade for participation, and they will receive a grade for the timeline project.

Questions for Self-Reflection:
Were the students able to define "tragedy" and "tragic hero"?
Did the students choose appropriate characters?
Were the students able to find evidence from the text to support their ideas?
Was this a good activity to close with?

*<http://www.folger.edu/education/lesson.cfm?lessonid=127>

Rubric for Timeline Project

Name:

Excellent (5) Good (4) Complete (3) Limited (2) Deficient (0)

timelines complete

examples on timelines

neatness

participation during class activity

character chosen

evidence used

creativity

Comments:

Rubric for Persuasive Essay

Name:

Excellent (5) Good (4) Complete (3) Limited (2) Deficient (0)

position taken

evidence from text

able to follow argument

persuasiveness

mechanics

neatness

originality/ creativity

Comments:

Test

Objectives:
1. The students will be able to apply their knowledge of the play.
2. The students will be able to connect everything that they have learned.

Content Areas:
1. Reading
2. Writing

Materials:
1. pen / pencil
2. test

Motivation:
The teacher will hand out candy.

Procedure:
The teacher will administer the test.

Closure:
The teacher will thank the students for all of their hard work and let them know that they will get to watch a version of *Hamlet* the following day.

Modifications for Inclusion:
Give the student a "cheat sheet".

Follow-Up Activities:
Let the students work on their essays if they finish early.

Assessment / Evaluation:
The students will receive a grade for the exam.

Questions for Self-Reflection:
Was the test too easy?
Was the test too hard?
How did the students do?
Did the students learn something?

Hamlet...The Man, The Myth, The Final

Name:

Part I (2pts. Each)
Matching:
Match the character to the line they spoke.

1. Hamlet _____ a) 'Tis now strook twelf. Get thee to bed, Francisco.
2. Laertes_____ b) This above all: to thine own self be true...
3. Clown_____ c) Revenge his foul and most unnatural murther.
4. Barnardo_____ d) Nymph, in thy orisons Be all my sins rememb'red.
5. Horatio _____ e) Madness in great ones must not [unwatch'd] go.
6. Ophelia_____ f) What have I done, that thou dar'st wag thy tongue In noise so rude against me?
7. Queen _____ g) He is dead and gone, lady, He is dead and gone...
8. Ghost_____ h) The gallows-maker, for that outlives a thousand tenants.
9. Polonius_____ i) Hold off the earth a while, Till I have caught her once more in mine arms.
10. King _____ j) Good night, sweet prince, And flights of angels sing thee to thy rest!
11. Guildenstern—— k) For me, with sorrow I embrace my fortune.
12. Fortinbras_____ l) Heavens make our presence and our practices Pleasant and helpful to him!

Part II (3pts. Each)
Short Answer:

1. **Define Tragedy**

2. **Define Tragic Hero**

3. **Define Imagery**

4. **What is a promptbook?**

5. **List three tragic events in the play.**

Part III (25pts.)
Essay:
Choose one of the following essay questions to answer.

1. Why didn't Hamlet revenge his father's death right away? Use examples from the play to support your answer.
2. Did Hamlet love Ophelia? Use examples from the play to support your answer.
3. Do you think that Hamlet's mother knew about the murder of her husband? Use examples from the play to support your answer.

Hamlet

Movie

Objectives:
1. The students will be able to see a film version of *Hamlet*.
2. The students will be able to tap prior knowledge.

Content Areas:
1. Listening
2. Writing

Materials:
1. *film version of *Hamlet*
2. TV & VCR
3. pen / pencil
4. paper
5. music & CD player

Motivation:
The teacher will turn some of the lights off and somber music will be playing.

Procedure:
1. The teacher will introduce the film.
2. The students will watch the film.
3. The students will write a paragraph or two on any differences between the film and the play. The students will also write a paragraph or two on whether or not they liked the film and why.

Closure:
1. The teacher will summarize the unit and give the students a chance to comment on it.
2. The teacher will preview the next day's lesson.

Modifications for Inclusion:
Give the student a film guide.

Follow-Up Activities:
Let the students work on their papers.

Assessment / Evaluation:
There will be a rubric for the writing assignment.

Questions for Self-Reflection:
Did the students enjoy watching the film?
Did the students enjoy the unit?

*The teacher should choose a film version that they feel is appropriate and that meets the time constraints of the class. This could be stretched out over two days. I will either show Mel Gibson's *Hamlet* or *Hamlet 2000*.

Rubric for Writing

Student's Name:

Excellent (5) Good (4) Complete (3) Limited (2) Deficient (0)

differences between film & play

opinion stated

opinion supported

Comments:

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